



Resource Requests

CAN Discipline - Medical Assisting

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Full Time MEDA Instructor

Requesting Unit

MEDA

Position Description

full time instructional faculty

Status

Continued Request – Active

Duration of Position Requested

Permanent

Full-time Status

Full Time

Provide # of months

10

Program Goals this Request Supports

The Medical Assisting program is performing well, with student success rates consistently above the school average at 85%, but to maintain this high level of achievement and ensure compliance with accreditation standards, we urgently need an additional full-time faculty member. The success rates are declining to 78%. The increasing community demand for work-ready graduates has placed significant strain on the sole full-time faculty member. This support will enhance student engagement, improve clinical training, and provide better oversight of clerkship training, ultimately boosting student success and workforce readiness while alleviating the risk of burnout.

Critical Question: How does this resource request support closing the equity gap?

An additional full-time faculty member will enable more individualized attention and a dedicated approach to addressing the diverse needs of students from various backgrounds. Full timers are usually fully vested in student progress and program growth. This focused support will enhance course engagement and outcomes, creating a more equitable educational experience allowing for all groups to be better prepared for success in the workforce.

Critical Question: How does this resource request support Latinx and AANAPISI students?

The program and its team are already committed to supporting student progress and program growth, particularly for Latinx and AANAPISI students. This will include the new faculty member.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The proposed position aligns with the college's strategic objectives by enhancing student success, increasing retention rates, and promoting equity in education. It supports the Board of Trustees' goals of providing accessible, high-quality instruction and fostering a diverse learning environment.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

The proposed position directly addresses the program's goals by enhancing student support and engagement, as highlighted in the recent program review. It aims to improve student retention rates, provide individualized instruction, and ensure compliance with accreditation standards. This investment will strengthen the program's overall effectiveness and contribute to its continuous growth and success. Student demand for the Medical Assisting program has significantly increased, with enrollment rising from 220 students in 2020-2021 to 395 students in 2023-2024—an increase of approximately 79.55%. Over the past two years, courses such as Clinical Procedures, Billing and Coding, and Medical Terminology have consistently exceeded capacity by 25-45%,

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indicating strong interest. Students have expressed a desire for more personalized instruction and support, particularly in pharmacology, clinical skills and exam preparation. Community partners have echoed this sentiment, stating that they seek practice-ready graduates because they lack the resources to train new hires due to a personnel shortage. The proposed faculty member will assist the current faculty member in addressing this growing demand by expanding course offerings and providing focused attention to students, ultimately enhancing both student success and workforce readiness.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. **Number (headcount) of full-time faculty in the program or department.**

1

2. **What is the Full Time/Part Time ratio?**

1/2.48 = 40% (total FTEF Fall 2024 is 2.48)

3. **Does your current FTEF (Total Full Time Equivalent Faculty) meet the 75% annual goal? What is the FTEF in both Fall and Spring semesters over the past 3 years? What is the average per year?**

No. We are at 40%.

4. **Average number of sections offered per year.**

24

5. **Average departmental Fill Rate per year.**

65.6

6. **Qualitatively and quantitatively describe student demand within this discipline, especially for those courses that will be assigned to the proposed faculty member.**

Student demand for the Medical Assisting program has significantly increased, with enrollment rising from 220 students in 2020-2021 to 395 students in 2023-2024—an increase of approximately 79.55%. Over the past two years, courses such as Clinical Procedures, Billing and Coding, and Medical Terminology have consistently exceeded capacity by 25-45%, indicating strong interest. Students have expressed a desire for more personalized instruction and support, particularly in pharmacology, clinical skills and exam preparation. Community partners have echoed this sentiment, stating that they seek practice-ready graduates because they lack the resources to train new hires due to a personnel shortage. The proposed faculty member will assist the current faculty member in addressing this growing demand by expanding course offerings and providing focused attention to students, ultimately enhancing both student success and workforce readiness.

7. **Are there any course offerings, programmatic needs, and/or degree completions impacted and/or not available due to an inadequate number of faculty?**

The Medical Assisting program faces significant challenges due to the overwhelming burden on the sole full-time faculty member. This individual not only manages instructional responsibilities with over load but also oversees program coordination. The coordinator's responsibilities, including building community connections and managing documentation and contracts, add further demands to an already heavy workload. On top all of those responsibilities the full time faculty is also responsible for handling/ running the Co-Op (Clerkship placement) for clinical courses which includes but is not limited to gathering immunization details, securing placement sites, submitting documents, and monitoring student progress consume many hours each week.

Additionally, the struggle to hire qualified adjunct instructors has hindered the effective delivery of essential courses like Pharmacology and Billing and Coding, especially due to recent faculty turnover in the past three years. Challenges such as the need for specialized training to teach healthcare courses online and higher compensation in the healthcare field compared to education have contributed to this issue. The reliance on part-time instructors, who often have scheduling conflicts with their other jobs and may not feel fully vested in the program, adds to the challenge further in program delivery.

As a result, students are experiencing difficulty in receiving support, reduced access to critical training, and at times delays in degree completion, ultimately impacting their readiness for the workforce. An additional full-time faculty member would alleviate these burdens and provide support.

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8. Are there any course offerings, programmatic needs, and/or degree completions that will not be available if the position does not move forward at this time?

While we have successfully managed the program with one full-time faculty member, the increasing challenges outlined above highlight the need for an additional faculty member to maintain quality instruction and provide students the support they deserve.

9. Please explain any special circumstances not reflected in the data reported above such as reduced sections or services due to low staffing, department/program size, location specific needs versus district-wide needs, routine full-time faculty overloads, high-need courses offered infrequently because of staffing issues, chronic under-filling of required courses, etc.

One of the challenges the program is currently facing is the need for faculty to adapt to curricular changes stemming from the 1705 and 705 policies. These changes in math and English requirements necessitate amendments in the MEDA course offerings and student support services, adding complexity to an already demanding situation. We require additional resources and support to find innovative ways to ensure that students receive assistance with these fundamental skills as they progress through their courses necessitating strategic additions to the course materials to better meet the needs of our students.

We would like to express our gratitude for the much-needed relocation of the Medical Assisting clinical lab to Building 18. However, I would like to share that we encountered several challenges during the execution of this move, which felt rushed and disorganized. Despite the Medical assisting team's diligent efforts throughout the summer critical items were not delivered until the Friday before the school year began. Despite our ongoing commitment to conducting courses this fall, the significant delays and last-minute adjustments have led to confusion during instruction and have affected our ability to provide effective lab experiences. These challenges have left us feeling overwhelmed. Additionally, many orders were placed only after classes began, and several items remain unassembled, further complicating our operations. Addressing these issues in the future with clear transparent communication and timely responses / follow ups is crucial for fostering a smoother learning environment for our students and positive work environment for faculty and team.

Map Request to College Goals and Strategic Initiatives

Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture
Student Access and/or Success and/or Completion

Which of Cañada College's Strategic Initiatives does this resource request support?

Connect students to the academic program(s) and classes they need
Support innovative teaching that creates more equitable and antiracist learning environments
Create and sustain an inclusive and/or antiracist and/or equity-minded campus culture

Personnel - Instructional Faculty (2024 - 2025)

Personnel - Instructional Faculty (2024 - 2025)

Requested Year

2024 - 2025

Personnel Requested

Instructional Aide

Requesting Unit

3

Position Description

Assists in various tasks to support student learning and skill development in clinical lab.

Status

Continued Request – Active

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Duration of Position Requested

Permanent

Full-time Status

Part-Time (if part time, please provide # of months per year)

Provide # of months

8

Program Goals this Request Supports

Ensuring efficient lab setup, maintenance, and student guidance during clinical practice, provide support will improve hands-on learning experiences, ensure adherence to safety and compliance standards, and streamline lab operations. This aide role will enhance student competency and program quality by enabling faculty to focus on teaching and engagement, supporting the school's goals for excellence in healthcare training.

Critical Question: How does this resource request support closing the equity gap?

By providing all students with equal access to hands-on support and individualized feedback, facilitating boosts in skills and confidence for underserved students

Critical Question: How does this resource request support Latinx and AANAPISI students?

By providing them with equal access to hands-on support and individualized feedback.

A. How does the proposed position align with specific objectives within the college's and/or Board of Trustees/District's strategic plans/recommendations, goals, or initiatives?

The position supports college and District goals by enhancing student success, workforce readiness, and equitable access to high-quality healthcare training.

B. How does the proposed position address the program's or department's goals? Please refer to specific elements of the most recent program review (e.g., comprehensive review, annual update, mid-cycle review).

The position directly supports the program's goals by improving hands-on training quality, enhancing student competency, and increasing program completion rates.

Program Need and Impact:

A shortage of full-time faculty may limit a department/program's ability to meet program, institutional, and site responsibilities such as committee work, program oversight, program review, etc. Certain disciplines may find it challenging to solve their staffing needs because faculty are unavailable and/or cannot be retained.

1. Number (headcount) of full-time faculty in the program or department.

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Map Request to College Goals and Strategic Initiatives
